

FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised assessment procedures for the Junior Certificate Examination programme. According to the Revised National Policy on Education, the main intentions of the three year Junior Secondary programme are to provide the learners with opportunities for pre-vocational preparation and to enable the learners to take advantage of further education and training. These goals are reflected in the current Junior Secondary curriculum and accordingly, were taken into account when the assessment procedures were revised.

The range of ability of the learners has also influenced the design and revision of the assessment procedures. As a result of the ten year basic education policy, the ability range of the learners in Junior Secondary schools is much greater than previously. The revised assessment procedures are designed to ensure that all learners, regardless of their ability, have the opportunity of demonstrating what they know, understand and can do.

Another important aspect of assessment meant to be fostered through this revision is the alignment of assessment with the specific requirements of the teaching programme. This has been addressed through the restructuring of the scheme of assessment for individual subjects, whilst ensuring the reliability of the outcomes. The revised procedures use a standardised format across all subjects, whilst meeting the specific requirements of each subject.

The revised procedures are not intended to replace the existing teaching syllabuses. Rather, they provide a specification of the knowledge and skills which are to be assessed in each subject. Through the scheme of assessment, the procedures provide information on: the number of question papers in each subject, the marks allocated to each paper, paper and section weightings, etc.

These procedures are the outcome of the efforts of many professionals in the education system, and I wish to extend my thanks to all those who made their contribution. I would also like to encourage a continuation of this valuable collaboration.



Executive Secretary

1. INTRODUCTION

As part of the Botswana Junior Secondary Education Programme, the Religious Education Assessment Procedures are designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Secondary Religious Education Teaching Syllabus.

The Religious Education examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Religious Education programme. The assessment will be designed in a way that encourages candidates to show what they know and can do, and their level of understanding. Furthermore, the procedures offer a general framework for syllabus content representation in examination papers and assure comparability of sampled content from year to year.

The outcome of instruction in the content prescribed by the Religious Education Teaching Syllabus will be assessed through **two** written papers.

2. DIMENSIONS

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into three broad skill areas called dimensions. Brief descriptions of the dimensions are given below.

Dimension 1: Knowledge

Candidates will be assessed on their ability to recall:

- religious facts and concepts;
- religious myths and attributes of the Supreme Being;
- basic beliefs, teachings and sacred literature;
- religious practices and ceremonies;
- family life, contraception and HIV and AIDS;
- religious and scientific origin of the universe and human kind;
- factors that destroy human life;
- values.

Dimension 2: Understanding

Candidates will be assessed on their understanding of:

- religious practices and ceremonies;
- religious facts and concepts;
- religious myths and attributes of the Supreme Being;
- different forms of life;
- different religious perspectives on family life and changing roles of men and women;
- religious perspectives on factors that destroy human life;
- different religious perspectives on HIV/AIDS and contraception;
- different religious views on justice, freedom, loyalty and human rights.

Dimension 3: Application and Analysis

Candidates will be assessed on their ability to:

- analyse the different theories of the creation of the universe;
- compare and contrast characteristics of different religions;
- determine the influence of the founders of religions;
- compare and contrast different stories of the creation of the universe;
- distinguish between the religious and scientific philosophies on the origin of the universe;
- compare and contrast festivals and ceremonies in different religions;
- evaluate religious practices and ceremonies.

3. STRUCTURE OF THE EXAMINATION

The syllabus is assessed by two written papers. Subject grades will be reported on a five-point scale of **A** to **E**.

Paper 1	Multiple-Choice	Marks	40
Time	1 Hour	Weighting	35%

This is a forty item multiple-choice paper assessing knowledge and understanding.

Candidates are required to recall religious aspects pertaining to different religions and to demonstrate understanding of religious issues as they relate to human experiences.

Paper 2	Structured and Essay	Marks	90
Time	2 Hours	Weighting	65%

This will be a written paper assessing understanding of aspects of religion as well as analysis of different religious perspective of issues.

There will be two sections in this paper and candidates must attempt **ALL** questions.

Section A

Six structured questions worth a total of 60 marks will be set in this section.

Section B

Three short essay questions worth a total of 30 marks will be set in this section.

4. ASSESSMENT GRID

The table below shows percentage representation of the examined major content areas by paper.

COMPONENT	MAJOR CONTENT AREAS				TOTAL
	Basic Religious Doctrines/teachings	Religious Concepts	Religious Perspective of Social Issues	Values	
PAPER 1	30%	40%	20%	10%	100%
PAPER 2	20%	30%	40%	10%	100%

5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS			TOTAL
	Knowledge	Understanding	Application and Analysis	
PAPER 1	25%	10%	–	35%
PAPER 2	10%	15%	40%	65%
TOTAL	35%	25%	40%	100%

6. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the skill acquisition expected of candidates for the award of particular grades.

GRADE A

The candidate should be able to:

- demonstrate a comprehensive understanding of religious concepts such as basic beliefs and teaching, intermediaries sacred literature, religious practices and ceremonies;
- clearly explain some religious views as presented by various religions on factors that can destroy human life, human sexuality, values and loyalty;

- make reasonable judgements on justice, freedom, human right, capital punishment, authority as issues experienced in everyday life;
- critically analyse religious views as presented by various religions on factors that can destroy human life, human sexuality, values and loyalty.

GRADE C

The candidate should be able to:

- demonstrate an understanding of religious concepts such as belief and teaching, intermediaries, sacred literature, religious practices and ceremonies;
- explain religious concepts such as basic beliefs and teachings, intermediaries, sacred literature, religious practices and ceremonies;
- make judgements on issues experienced in everyday life such as justice, freedom, human rights, capital punishment, authority;
- analyse some religious views as presented by various religions on factors that can destroy human life, human sexuality, values and loyalty.

GRADE D

The candidate should be able to:

- define some religious concepts such as basic beliefs and teachings, intermediaries, sacred literature, religious practices and ceremonies;
- inadequately explain religious terms such as justice, freedom, human rights, capital punishment, authority;
- state some religious views as presented by various religions on factors that can destroy human life, human sexuality, values and loyalty.